Program Summary

Task Force: Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. Prioritizing, segmenting, and identifying specific metrics to goals throughout will increase the likelihood of success and assessment of progress. The work of Gerontology is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

Criterion: #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

Question: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

According to Plan 2020, IPFW's mission is to “provide local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social economic, and cultural advancement of our students and our region.”

Although the Gerontology Program is neither a baccalaureate nor a graduate program, given the continued trend toward a regional, national, and global population that includes an increasing number of adults over age 65, the relevance and potential utility of this 18-credit hour certificate program is clear.

The Program’s mission is to promote the multidisciplinary study of aging and advocacy for older adults. The goals of this 18-credit hour certificate that can be earned in combination with a baccalaureate degree or as a stand-alone program of study are:

1. to introduce students to biological, social/sociological, psychological and other perspectives on aging and older adulthood through a diverse offering of courses;
2. increase students’ gerontological knowledge and awareness;
3. to provide students with a culminating experience (i.e., practicum) that allows for the application of their education in gerontology in a real-world setting that serves older adults (e.g., a campus, community, or regional agency).

Criterion: #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

Question: I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
Since its inception in Summer 1995 and through Fall 2014, 100 students have completed the program.

**Question:** II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.

As noted above, the program’s very existence is aligned with local, regional, national, and international needs for education regarding the process of aging and its concomitant issues.

**Question:** III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

N/A

**Question:** IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.
The Gerontology Program pursues its mission and goals using very few resources; among COAS certificate programs it has to be one of the top two programs in terms of student enrollment. In light of its shoestring budget, its robustness is particularly impressive. The recent change in the compensation for the Program’s .25 FTE directorship represents an increase in efficiency. The Program is “doing more with less.”

From Fall 2005-Fall 2012, the director position was defined as a .50 FTE position — .25 FTE for teaching one course in the program each semester (i.e., GERN G231), and .25 FTE for performing the administrative duties of the directorship. The individual who served in this role left the university in YEAR. In July 2013, the compensation associated with the directorship was reduced to a .25 FTE overall (which is how it was originally structured when the program launched in Summer 1995). The current Director (appointed July, 2013) is a full-time faculty member in another COAS department, and teaches two courses in the GERN Program each academic year (e.g., PSY 367 and PSY 371). The program has an LTL who now teaches two GERN courses (i.e., the required GERN G231 and GERN G499 – Legal and Financial Issues in Aging). The net result is an increase in the number of credit hours serving program students taught by the Director, and an increase in the diversity of offerings for the program overall. The current Director supervises the GERN practicum when necessary and serves as the academic advisor for all Program students.

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

**Criterion:** #3: Accreditations - Program specific accreditation and status

**Question:** Accreditations - What program-specific accreditations and status do you have, if any?

N/A

**Question:** Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?
**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

N/A

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

**Criterion:** #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

**Question:** Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

N/A

**Criterion:** #6: IR and Budget Review - Review of your department profile and budget

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/

While it is unlikely to make much of a difference, the coding of enrollment in certificate programs is, in the words of one IR staff member, "messy." For example, a student who majors in one discipline and is pursuing an academic minor and the GERN certificate would not appear in the count of students pursuing the certificate, because the system only looks at primary and secondary major. Additionally, the issue of credit hours taught is complicated by the fact that as a multidisciplinary program, the majority of courses the certificate comprises are not taught with a GERN prefix. Thus, these two variables which be viewed as indicators of a program's value or productivity are likely underestimated for GERN (and other certificate programs).
**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:

   High

2. Comment on the goal's measures:

   Lacks a metric, although we believe one can be developed (i.e., completion of the redesigned assessment plan and its approval through the COAS assessment committee)

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   High

4. Comment on the goal’s relevance:

   High

5. Comment on the timeline of the goal:

   Appropriate

   Possible opportunities for collaboration or suggestions for addressing a gap:

   None

**Question:** Unit Goal - What is your unit goal?

Redesign the program’s assessment plan so as to document an increase in students’ awareness and knowledge of issues regarding aging and older adults from a multidisciplinary perspective as they progress through the program.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.A.2 Use assessment data to improve student learning

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Hopefully; the responsibility for overseeing assessment would be part of the Director's duties—and an improvement in assessment such as the one noted here would increase the workload for the Director significantly (without a corresponding increase in compensation, most likely).

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

This goal probably can be achieved without additional resources—at least minimally—but, the ability to truly grow and improve the program is not likely to happen without a greater investment of time and energy from whomever occupies the Directorship. That investment will almost certainly fail to occur without greater compensation for the role (e.g., summer salary or another course release during the academic year).

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

There are always going to be challenges in any venture—but especially with ones where the goal is to change the status quo. That said, no specific challenges come to mind at present.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

As noted, GERN’s program review will be conducted during the 2015-2016 academic year. The self-study, which is an essential, necessary step, will only be the first. Actual implementation of policies and procedures defined by and/or resulting from the program review process are not likely to be deployed until 2016-2017 at the earliest.

Criterion: #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force:
1. Comment on the specificity of the goal:

   Appropriate but could be separated into multiple goals (i.e., develop new courses and expand online courses) and align all actions more directly to the goal or vice versa

2. Comment on the goal’s measures:

   Current metrics align more with the first action (i.e., increase visibility of certificate program) and less with the second and third (i.e., increase online and more faculty involvement)

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Alignment between the goal and actions will increase the likelihood of success

4. Comment on the goal’s relevance:

   Unclear

5. Comment on the timeline of the goal:

   None stated (in report)

   Possible opportunities for collaboration or suggestions for addressing a gap:

   * College of Health Human Services and, potentially, Public Policy for new course development

**Question:** Unit Goal - What is your unit goal?

Develop new courses for inclusion in the certificate program and expand availability of online courses so certificate can be completed primarily online.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply.

   If it does not align, you may write “NA” or clarify.

   I.B.5. Transform the concept of the college classroom and the delivery of education.

   I.C.1. Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

   Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
Increase visibility of certificate program through social media, posters around campus, discussion with department chairs, make brochures available at student orientations and events and community events that involve agencies/employers serving older adults.

Work with Continuing Studies to make sure as many program courses as possible are regularly available online.

Generate and propose creative solutions for getting more faculty across the university interested in offering courses for the program (e.g., team teaching for professional development funds?).

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Monitor and track inquiries about the program, the number of advising appointments about the program, and the number of new program students each semester.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Again—as noted for Goal #1—hopefully.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:**
Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
**Criterion: #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.**

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write "NA" or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion: #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.**
**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?